

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 3

Term: Autumn and Spring 1



Unit: Through The Ages



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>AD -The time after Christ was born. It stands for anno Domini, which is Latin for 'in the year of our Lord'.</p> <p>archaeologist - Someone who studies artefacts from the past.</p> <p>artefact - A human-made object that is of historical interest.</p> <p>BC -Stands for 'before Christ' and is used after a date to show the number of years before Christ's birth.</p> <p>BCE -Stands for 'before common era' and is sometimes used instead of BC.</p> <p>Briton - A Celt who lived in southern Britain before the Roman invasion.</p>	<p>Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>Bronze Age life was defined by the use of bronze to make tools and weapons, and the creation of large settlements and social hierarchy.</p> <p>Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>The Stone Age in Britain began c750,000 BC and ended when</p>	<p>What defined Stone Age life and the changes made during this time period.</p> <p>What defined Bronze Age life and the changes made during this time period.</p> <p>What defined Iron Age life and the changes made during this time period.</p>	<p>Cause and Consequence</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Summarise how an aspect of British or world history has changed over time.</p> <p>Change and Continuity</p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p>

<p>bronze - A metal alloy made by mixing copper and tin.</p> <p>Bronze Age - The time when tools and weapons were made from the metal bronze. In Britain, it lasted from c2500 BC until c800 BC.</p> <p>CE - Stands for 'common era' and is sometimes used instead of AD. Through the Ages</p> <p>Celt - One of a group of people who travelled from Europe and brought their ironworking skills to Britain.</p> <p>copper - A malleable, reddish-gold metal found in the ground.</p> <p>century - A period of 100 years.</p> <p>earthwork -A raised area of earth used for defence.</p> <p>era - A period of history that begins with a significant event.</p> <p>flint - A shiny, grey or black stone.</p> <p>hammerstone - A large rock used in the Palaeolithic period as a hammer to create other tools. hand</p> <p>axe - A Palaeolithic tool consisting of a stone sharpened at both ends.</p>	<p>metalworking technology arrived c2500 BC.</p> <p>The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic.</p> <p>During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic.</p> <p>Ancient human features include standing stones, henges, Cursus monuments and long barrows. Ancient human features were built as monuments, burial grounds and for religious ceremonies.</p> <p>The Stone Age ended and the Bronze Age began when the Bell Beaker folk arrived in Britain c2500 BC.</p> <p>The Bronze Age ended when society in Britain and Europe collapsed.</p>	<p>The dates the Stone Age began and ended. Why it ended and the three periods that it is split into.</p> <p>The cultural developments made during the Stone Age.</p> <p>How the discovery of Skara Brae has helped historians to develop their knowledge of life in the Neolithic.</p> <p>What ancient human features were.</p> <p>When the Bronze Age began and ended and why.</p>	<p>Sequence dates and information from several historical periods on a timeline.</p> <p>Summarise how an aspect of British or world history has changed over time.</p> <p>Significance</p> <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Similarity and Difference</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Explain the similarities and differences between two periods of history.</p> <p>Evidence and Interpretation</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>
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<p>henge - An earthwork made up of a flat, circular area of land surrounded by a ditch and a bank.</p> <p>hillfort - A settlement built on a hill that is protected by ditches and fences.</p> <p>hunter-gatherer - A person who lives by hunting animals and collecting plants to eat.</p> <p>invention - A new creation that has never been made before.</p> <p>iron - A strong, hard, silvery-grey metal found in rocks as iron ore.</p> <p>Iron Age - The time when tools and weapons were made from the metal iron. In Britain, it lasted from c800 BC until AD 43.</p> <p>long barrow - A Stone Age earthwork containing burial chambers.</p> <p>loom -A tool used to weave yarn into cloth.</p> <p>Mesolithic - The middle period of the Stone Age from c10,000 BC until c4000 BC.</p> <p>metalworker - A person who makes objects out of metal.</p>	<p>The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.</p> <p>Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich.</p> <p>The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.</p> <p>The Iron Age ended after the Roman invasion in AD 43.</p> <p>The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes.</p> <p>Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time.</p> <p>Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.</p>	<p>Theories about why the Bronze Age collapsed and why historians do not know for certain.</p> <p>When and why the Iron Age began and ended.</p> <p>How ironworking developed the human way of life.</p> <p>How farming practises developed during the Iron Age.</p> <p>What Iron Age hillforts were are what they did.</p>	
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<p>migration - The movement of people or animals from one place to another.</p> <p>millennium -A period of 1000 years.</p> <p>Neolithic - The latest period of the Stone Age from c4000 BC until c2500 BC.</p> <p>nomad - A person who lives by travelling from one place to another rather than staying in the same place.</p> <p>ore - A rock from which metal can be obtained.</p> <p>Palaeolithic - The earliest period of the Stone Age from c750,000 BC until c10,000 BC.</p> <p>plough - A farming tool with blades that digs the soil for seeds to be planted.</p> <p>prehistoric - Relates to any object, animal, person or place that existed before written records began.</p> <p>primary source -Evidence that was around at the time, such as jewellery and tools.</p> <p>roundhouse - A circular building with a thatched roof and walls made from wattle and daub.</p>	<p>Iron Age hillforts were protected settlements containing roundhouses built on hilltops.</p>	<p>Why historians need to think about the reliability of a source when studying it.</p>	
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<p>secondary source - Evidence that tells us about the past but is not from the past, such as textbooks and television programmes.</p> <p>sickle - A tool with a semi-circular blade and short handle used for cutting grass and crops.</p> <p>standing stone - A square or rectangular stone found standing on its edge, often as part of a stone circle.</p> <p>Stone Age - The time when tools were made of stone. In Britain, it lasted from c750,000 BC until c2500 BC.</p> <p>stone circle - A circular arrangement of standing stones.</p> <p>tin - A silver-coloured metal that can be mixed with copper to make bronze.</p> <p>wattle and daub - A mixture of sticks and mud used in Bronze Age Britain to make walls for roundhouses.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 3

Term: Spring 2 and Summer



Unit: Emperors and Empires



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>absolute power - Complete authority to make decisions.</p> <p>amphitheatre - A large round or oval open-air theatre where gladiator fights and horse events were held.</p> <p>aqueduct - A channel for carrying water, normally in the form of a bridge across a valley or other gap.</p> <p>artefact - A human-made object that is of historical interest.</p> <p>auxiliary - A soldier who is not a Roman citizen.</p> <p>basilica - A town hall in Roman towns.</p> <p>Britannia - The Roman name for the area of Great Britain under Roman rule.</p>	<p>Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.</p> <p>How to make choices about the best ways to present historical accounts and information.</p> <p>Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.</p> <p>Secondary sources are created by someone who has not participated in the event they describe. They interpret and analyses primary sources.</p> <p>Life in a Roman town included the use of the forum for decision-making, shops and market places</p>	<p>How historians can compose historical questions and how to present historical information.</p> <p>What primary and secondary sources are and how historians use them to interpret the past.</p> <p>What life was like in a Roman town.</p>	<p>Cause and Consequence</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>

<p>Celt - A person from western Europe who came to live in ancient Britain before the Romans.</p> <p>century - A group of ten contubernia in the Roman army.</p> <p>cohort - A group of six or ten centuries in the Roman army.</p> <p>conquest - The act of taking control of a foreign land by force.</p> <p>consequence - A result or effect of an action.</p> <p>consul - One of two men who held the highest position in the senate of the Roman Republic.</p> <p>contubernium - A group of eight soldiers in the Roman army who lived and worked together.</p> <p>dictator - A ruler with absolute power over a country.</p> <p>domūs - A large stone house in a Roman town.</p> <p>emperor - A male ruler of an empire.</p> <p>empire - A group of countries ruled by a single person, government or country.</p> <p>equites - A class of upper-class businessmen, government workers or high-ranking leaders in the Roman army.</p>	<p>for trade and the rules of social hierarchy.</p> <p>The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.</p> <p>In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain. In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.</p> <p>Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.</p> <p>The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.</p> <p>The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.</p> <p>Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.</p> <p>Towns in Roman Britain were built on a grid system and included a</p>	<p>The similarities and differences between different types of Roman rule- the Roman Kingdom, Republic and Empire.</p> <p>Why and how the Roman army was successful.</p> <p>The failed and successful attempts by Roman emperors to invade Britain.</p> <p>Why Boudicca was and her significance in relation to British history.</p> <p>That the Romans did not invade the whole of Britain and why they were unsuccessful in invading Scotland.</p> <p>What makes the Vindolanda tablets a historical source and why they so valuable to historians.</p> <p>The different Roman inventions that we still use today.</p>	<p>Change and Continuity</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Significance</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Similarity and Difference</p>
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<p>forum - The marketplace and centre of a Roman town.</p> <p>hierarchy - A system where people or things are arranged in order of importance.</p> <p>invasion - When a foreign army enters a country by force.</p> <p>kingdom - An area ruled by a king.</p> <p>legion - A group of ten cohorts.</p> <p>paganism - An early religion that worships many gods.</p> <p>Pict - A person living in northern Caledonia, modern-day Scotland.</p> <p>plebeian - An ordinary, free citizen of Rome or a legionary soldier in the Roman army.</p> <p>rebellion - An act of resistance against government or authority.</p> <p>republic - A country without a king or queen that is governed by elected representatives of the people.</p> <p>Romanise - To adopt Roman beliefs, technology and culture.</p> <p>senate - The group of men who governed the Roman Republic.</p>	<p>forum, basilica, temples and bath houses.</p> <p>During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century.</p> <p>National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.</p> <p>The Romans left Britain in AD 410 because of invasions in other parts of the Empire. The western Roman Empire collapsed in AD 476.</p> <p>When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots.</p>	<p>The way that a Roman town in Britain worked.</p> <p>How Christianity arrived in Britain and the Roman reaction to this.</p> <p>When and why Roman rule ended in Britain and then around the world.</p> <p>Who the groups of people were still living in Britain when the Romans left and what comes next chronologically.</p>	<p>Describe the hierarchy and different roles in past civilisations.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Evidence and Interpretation</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>
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<p>senator - A member of the Roman senate.</p> <p>slave - A person at the bottom of Roman hierarchy who was bought and sold by their owners and had no rights.</p>			
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